Council for the Accreditation of Educator Preparation

Reporting Your Evidence

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Session Description

- This workshop will provide participants with guidelines for reporting evidence and exercises in which they will have the opportunity to work through various challenges in reporting quantitative and qualitative evidence.

Agenda

- We will begin with an overview of the CAEP Evidence Guide and the principles of "good evidence" it contains.
- Next we will review some formatting options for reporting quantitative and qualitative data and discuss how reporting choices affect the strength of the case.
- The handouts contain examples and exercises that address common issues we have seen and questions we have been asked about reporting evidence.

CAEP Evidence Guide

Relevant	• Directly related
Verifiable	• Sufficiently documented for later confirmation by outsiders
Representative	• Captures the typical state of affairs
Cumulative	• Multiple sources are additive
Actionable	• Directly informs planning/decision-making
Valid	• Aligned, Unbiased, Informs understanding
Consistent	• Accurate within/across sources & over time

General Strategies for Reporting

- Relevance: Label/tag each result by component.

ASSESSMENT #1: **CLINICAL OBSERVATION INSTRUMENT DATA**

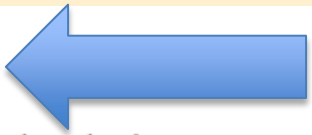
Disaggregated data by specialty licensure areas

Multigrade Data Cluster

Tag CAEP	Tag InTASC	Tag State	Item on Instrument	EPP Mean		Elementary		Early Childhood		Physical Education		Music Education		Art Education		Dance Education	
1.1	1		Develops learning experiences which are appropriate for the subject and grade level and are connected appropriately to the standards.	2013 N = 23 M = 3.2	2014 N = 26 M = 3.4	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9
1.1	8		Uses discussion strategies to promote high-level thinking through accountable talk and academic conversation.	2013 N = 23 M = 3.2	2014 N = 26 M = 3.4	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9
1.1	9		Participates in school-related professional development opportunities.	2013 N = 23 M = 3.2	2014 N = 26 M = 3.4	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9

- Relevance: Label/tag each result by component.

CAEP component. 2.2



CAEP Policy Manual, Updated February 2013, p 20

POLICY XXV Qualifications and Training of CAEP Volunteers

CAEP volunteers who conduct site visits, review programs, or serve on the Board, Council, Commissions, or committees are qualified by education and experience in their fields of specialization. They include academic and administrative personnel from EPPs, educators from EPPs, practitioners, and public members. All CAEP volunteers are trained in CAEP standards, policies, procedures, and ethics as well as the processes for the revision and establishment of policies, and the process for making accreditation recommendations or decisions. Training includes responsibilities regarding the application of standards to EPPs including their distance education programs.

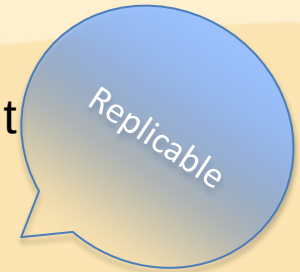
- Verifiability: Written Documentation of Events

CAEP Component 2.2, Agenda for Team Lead Training, Aug. 2013

MONDAY, AUGUST 5		PRESENTER
2:30-3:00 p.m. Board Room	**Registration Check-in**	Stephanie Kowal Caryn Wasbotten
3:00-3:30 p.m. Board Room	**Introductions**	All Staff
3:30-4:30 p.m. Board Room	**Scruples Game** **Sources of Potential Bias**	Stephanie Kowal Deb Eldridge
4:30-5:15 p.m. Board Room	**Introduction to CAEP Standards**	Deb Eldridge

- Representative: Compare sample to population
  - Describe the sampling procedure

    "The audit trail is depicted in Figure A.1. We entered the audit trail with a modified random sample of currently enrolled students and recent program graduates chosen from within the target numbers outlined in the table below. These target numbers were established to reflect the approximate proportion of students enrolled by level, endorsement, and gender. This distribution list was given to our Field Placement Director who went into the files and randomly pulled files from within each of the categories above. The files for this group of 40 candidates and program completers served as the starting point for a number of different probes that relate to the quality control dimensions."



- Representativeness: Compare sample to population
  - A different EPP provided comparisons in a series of tables such as the one below that compared the sample to the population of completers by program option, ethnicity, gender.

Graduation Semester	Gender	Candidates N=90	Sample N=45
Fall 2013	Male	10	5
	Female	20	10
Spring 2014	Male	20	10
	Female	40	20

- Representativeness
  - Ideally, the table would contain totals and the table or narrative would directly compare the percentages for each characteristic rather than leaving that to the reader.
  - A cross-tabulation or Excel Pivot Table that lists the nested characteristics in a single table would be best if a table format is used.
    - Many helpful tutorials on creating pivot tables can be found with a Google search.

- Cumulativeness: Does it all add up
  - Since multiple measures are used, the conclusions the program draws about whether the component or standard is met should refer to all of the measures used in support, as below:

    EPP goal: completers should be able to effectively teach content

    Proposed EPP measures: content GPA, methods GPA, licensure test score, student teaching assessment items

    Results: [data tables that show means (s.d.), ranges, pass rates, etc.]

    Conclusion: Candidates' performance in InTASC-aligned courses, on the licensure test, and on InTASC- and state standards-aligned student teaching evaluations each show cohort mastery and indicate they are prepared to teach effectively.

- Actionability: Data/evidence is sufficiently fine-grained and disaggregated to tell you what happened, in which subgroup, and what you might need to do to change the outcome.
  - Actionable finding: According to Praxis II results disaggregated by program, the level of subject matter preparation is inconsistent across licensure areas: The first-attempt pass rate was lower for elementary education candidates, where a significant percentage struggled on the mathematics and social studies subtest.

Action Plan for Continuous Improvement:
Review session, or tutoring, or new/different course requirements in these areas for elementary candidates.

- Validity and Consistency: Data/Evidence is trustworthy and stable.
  - These topics will be covered in more detail at another session in the conference, but it is important to note that:
    - If, for example, you conduct a content analysis for assessing alignment, report the actual results of the analysis, not just the conclusion that it alignment was found to be sufficient.
    - If, for example, you use grades as evidence, report how the grades were calculated (e.g., 50% weight for tests/papers, 30% weight for discussion/participation, etc.) to the extent that know this.

- Validity and Consistency: Data/Evidence is trustworthy and stable.
  - Present rank correlations that show that candidates with higher content area grades tend to have higher education course grades, etc.
  - If ratings are used, report the qualifications of the raters that convince you that they are able to rate accurately.
  - If they rate multiple candidates, report the extent to which they give the same performance the same score.
  - If multiple raters are used, report the extent to which they assigned the same ratings to the same candidate performance.

Reporting Qualitative Data

- Context is especially important. Be sure to report the who, what, when, where, how, and why? See the methods description from a Inquiry Brief below:

Analysis of Interview Transcripts

Our analysis of the data generated by the focus group interview began with a process of collectively *open coding* or reading the data line by line and attaching labels to what we believed was taking place. In the introduction to his coding manual for qualitative research, Saldaña (2009) captures the idea of a code more fully: "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). Similarly, we assigned attributes to portions of the data until larger categories started to take form. An overview of our coding process is depicted in Figure 2; however, the steps described were not necessarily intended to be formulaic, but rather to serve as a guide, thereby loosening the grip on this research technique.

Reporting Qualitative Data (cont.)

- They went on to present the coding categories ,the distribution of data across categories, and exemplar statements.
- They reported the dominant themes and the criteria they used to determine dominance (e.g., repetition, emphasis, etc.).
- They then drew conclusions from the results.
- This is a powerful description of a rigorous qualitative analytic process of conceptualization, review, coding, categorization, classification, summarization. They also describe another process where a priori codes were applied to textual data.

Reporting Quantitative Data

- Disaggregate data by licensure area
- As appropriate, disaggregate by different modes of instruction (e.g., in-person vs. online), different delivery locations (e.g., main campus vs. branch campus), different levels (e.g., UG vs. MAT)
- Report Ns, score ranges, means, and standard deviations
- Report passing or goal scores and the meaning of score levels (e.g., student teaching evaluations might be scored on a scale of 1=unacceptable to 4=exemplary, with the goal of a mean scores of 3=proficient for each group)
- Report response rates for surveys
- Report benchmarks when available in the form of means or ranges for other candidates in the state, or the nation, or in some other comparison group

Tips

- Whether the data/evidence is quantitative or qualitative, it may be helpful to make a chart and record the way in which each piece and each set supporting a component/standard reflects the qualities of "good evidence" described in the CAEP Evidence Guide(p. 35-38).
- To the extent that you can, take advantage of CAEP's phase-in period. Our own experience transitioning from the legacy pathways to CAEP illustrates how the steepest climb is at the start of the journey and planning time leads to better outcomes.

Feedback Opportunity

- Engaged feedback is vital to CAEP. You will have an opportunity to complete a survey at the end of the conference. Surveys will be sent via email on Friday, April 10. We encourage your participation.

Thank You!